| AASL *Standards* | Ohio Library Guidelines | ISTE NETS-S | Common Core |
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| 1.1 Skills | | | |
| 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. | Kindergarten   * Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds). (IL:E:1)   1st Grade   * Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe). (IL:E:1)   2nd Grade   * Tell about the purposes of information use (e.g., information is helpful in solving problems). (IL:E:1)   3rd Grade   * Recognize that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information to answer questions. (IL:D:2) * Develop a plan for gathering information. (IL:E:2)   4th Grade   * Identify a topic for research. (IL:E:1) * Develop a strategy that uses appropriate and available web resources. (IL:E:3)   5th Grade   * Generate a topic, assigned or personal interest, and develop open-ended questions for research. (IL:E:1) * Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question. (IL:E:3)   6th Grade   * Brainstorm potential resources and identify possible keywords to use as search terms. (IL:E:2) * Narrow or broaden search topic/question according to how many resources are located. (IL:E:3) | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.  CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.1.a Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.  CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 1.1.2 Use prior and background knowledge as context for new learning. | 1st Grade   * Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn). (IL:E:2) | 1a. apply existing knowledge to generate new ideas, products, or processes  1c. use models and simulations to explore complex systems and issues  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.  CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.  CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.  CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| 1.1.3 Develop and refine a range of questions to frame search for new understanding. | Kindergarten   * Decide what information is needed. (IL:E:2)   1st Grade   * Ask questions to help understand information found in reading material. (IL:D:2) * Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn). (IL:E:2)   2nd Grade   * Ask questions to investigate problems or topics (e.g. use brainstorming or graphic organizers to decide what information is needed about the topic. (IL:E:3)   3rd Grade   * Brainstorm available resources and/or possible keywords to use as search terms. (IL:E:1)   4th Grade   * Identify a topic for research. (IL:E:1) * Brainstorm possible keywords or resources. (IL:E:2)   5th Grade   * Generate a topic, assigned or personal interest, and develop open-ended questions for research. (IL:E:1) * Brainstorm possible keywords and resources. (IL:E:2) * Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question. (IL:E:3)   6th Grade   * Generate questions to be answered or a position to be supported when given a topic. (IL:E:1) * Brainstorm potential resources and identify possible keywords to use as search terms. (IL:E:2) * Narrow or broaden search topic/question according to how many resources are located. (IL:E:3) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.  CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  CC.3.SL1.c Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 1.1.4 Find, evaluate, and select appropriate sources to answer questions. | Kindergarten   * Find the information with the assistance of the teacher or librarian (e.g., using books or observations). (IL:E:3) * Talk about the internet as an information source. (TL:B:1)   1st Grade   * Know that books are placed in order on the bookshelves (IL:C:1) * Use the library catalog to find books, with teacher or librarian assistance. (IL:C:3) * Find information about the topic by using library materials. (IL:E:3) * Use library computers, software and multimedia materials with assistance. (TL:A:1) * Know that information about library resources is stored in the online public access catalog. (TL:A:2) * List types of information available on the Internet (e.g., school Web site, local information, animals, maps). (TL:B:1) * Use teacher- or librarian-selected Web sites to find information or learn new things. (TL:B:2)   2nd Grade   * Locate sections of the library media center based on need or activity (e.g., story area, listening centers, computer lab). (IL:B:2) * Understand that nonfiction books are arranged on the shelf by numbers (IL:C:2) * Explore library media center materials using the library catalog, with assistance. (IL:C:4) * Find information about a question using library resources. (IL:E:4) * Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, browse entries). (TL:A:2) * Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad - animals to more specific - panda). (TL:B:3) * Read information from a Web site assigned by teacher and identify the name and topic of the Web site. (TL:B:4)   3rd Grade   * Explore all areas of the library media center (e.g., biography section, reference section, multimedia production center). (IL:A:3) * Understand that information books are arranged on the shelf according to their subject using the Dewey Decimal System. (IL:B:2) * Locate resources using a title, subject and/or author search in the library catalog. (IL:B:4) * Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each. (IL:D:1) * Identify primary source information, (1st-hand information about a person, place or event), and 2ndary source information, 2nd-hand information interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and 2ndary sources such as textbooks, biographies). (IL:D:3) * Brainstorm available resources and/or possible keywords to use as search terms. (IL:E:1) * Locate materials in the library. (IL:E:3) * Use the author, title and subject search features of the OPAC to locate school library materials. (TL:A:1) * Understand that call numbers and call letters identified on the bibliographic record in the OPAC indicate the physical location of the material. (TL: A 3) * Type a simple search term in a teacher- or librarian-selected search engine to find general information (e.g., weather). (TL:B:2) * Review the home page of a teacher- or librarian-selected web site. (TL:B:3) * Read the list of results retrieved from a simple search performed in a search engine and select one of the search results to review the information retrieved. (TL:B:4) * Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet. (TL:C:4)   4th Grade   * Locate information books using call numbers. (IL:B:2) * Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about. (IL:B:3) * Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac, [almanac]). (IL:B:4) * Locate resources using a title, subject and/or author search in the library catalog. (IL:B:5) * Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign). (IL:D:1) * Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3) * Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files.) (IL:D:4) * Use the following reference sources to find information: (IL:D:5)   1. Dictionary (e.g., keywords, entry, parts of speech, definition);   2. Encyclopedia (e.g., keywords, entry, charts and graphs);   3. Maps (e.g., locate cities, states, countries).   4. [almanacs (e.g., table of contents, index)] * Brainstorm possible keywords or resources. (IL:E:2) * Develop a strategy that uses appropriate and available resources. (IL:E:3) * Explore a variety of resources such as school, public or community resources. (IL:E:4) * Identify the call numbers/letters of an item by reading the bibliographic record, then locate the items in the library. (TL:A:3) * Choose a search engine or directory specifically designed for students to locate information on the Internet. (TL:B:1) * Type a simple search term in the search engine or directory to find facts and answer questions. (TL:B:2) * Read the list of results from the search engine or directory to locate potential web sites relevant to the search topic. (TL:B:3) * Choose a Web site and examine the information for facts by identifying information on the Web site: (TL:B:4)   1. Author;   2. Title;   3. Date Produced;   4. Special features (images, puzzles, activities);   5. Available products, services or resources.   5th Grade   * + Access the public library online when needed. (IL:A:8) * Locate easy, fiction, biography and information books on the shelf using call numbers/letters. (IL:B:1) * Recognize Dewey Decimal Classification headings and become familiar with books found in several classes (e.g., sports books are in the 700s). (IL:B:2) * Search the library catalog by title, author and keyword to locate library materials and needed information. (IL:B:4) * Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic). (IL:D:4) * Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or 2ndary. (IL:D:5) * Locate information in references sources, including: (IL:D:6)   1. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space);   2. Atlas/Globe;   3. Almanac;   4. Thesaurus. * Explore a variety of resources such as school, public or community resources. (IL:E:4) * Locate and retrieve library materials by searching the OPAC. (TL:A:1) * Type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory. (TL:B:2) * Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms. (TL:B:3) * Read a list of results from the search and select potentially relevant Web sites. (TL:B:4) * Examine the coverage of information in magazine databases, online biography sources and subject guide sources. (TL:C:3)   6th Grade   * Select library media center materials based on information need. (IL:B:1) * Understand the function of the library reference collection. (IL:B:5) * Locate resources using a title, subject or author and keyword search in the library catalog. (IL:B:6) * Explore a variety of resources such as school, public or community resources. (IL:E:6) * Use the author, title, subjects and keyword search features of the OPAC to locate school library materials. (TL:A:1) * Use the OPAC to determine call letters/numbers for library materials (e.g., use to locate library material, identify call letters/ numbers and retrieve the material from the library). (TL:A:3) * Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment). (TL:B:6) * Use online library catalog to choose and locate a variety of resources on a topic. (TL:C:2) | 1c. use models and simulations to explore complex systems and issues  3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings  CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. | 1st Grade   * Know that some books are true and others are make-believe (e.g., nonfiction and fiction). (IL:C:2) * Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe). (IL: E 1)   2nd Grade   * Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic). (IL:E:2)   3rd Grade   * Identify primary source information, (1st-hand information about a person, place or event), and 2ndary source information, 2nd-hand information interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and 2ndary sources such as textbooks, biographies). (IL:D:3) * Summarize and draw conclusions about information gathered. (IL:E:4)   4th Grade   * Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign.) (IL:D:1) * Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good). (IL:D:2) * Summarize and draw conclusions about information gathered. (IL:E:5)   5th Grade   * Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources). (TL:B:5) * Examine the information retrieved from the web site for the author's expertise, the accuracy of the information presented and the bias. (TL:B:6)   6th Grade   * Check copyright and publication dates to determine currency of information. (IL:D:3) * Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a 6th-grader's Web site; well-known organization versus personal Web site.) (IL:D:4) * Evaluate Web information for (TL:B:4)   1. Author's expertise;   2. Accuracy of information presented;   3. Parameters of coverage;   4. Currency of information. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). |
| 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. | Kindergarten   * Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photo-graphs, charts and graphs). (ML:B:1) * View/listen to multimedia library resources (e.g., listening station, video, DVD). (TL:A:2)   1st Grade   * Use library computers, software and multimedia materials with assistance. (TL:A:1) * List types of information available on the Internet (e.g., school Web site, local information, animals, maps). (TL:B:1)   2nd Grade   * Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, and video, multimedia). (IL:B:1)     3rd Grade   * Describe various formats of library media center materials (e.g., print, nonprint, audio, video). (IL:A:4)   4th Grade   * Access library media center materials based on format (e.g., print, nonprint, audio, video). (IL:A:4) * Use a variety of library material formats to answer questions. (IL:A:5) * Understand that technology-based resources may be delivered in a variety of ways (e.g., stand-alone software, network software, Internet resources). (TL:C:2)   5th Grade   * Select library media center materials based on format and need (e.g., print, nonprint, audio, video). (IL:A:3) * Use a variety of library material formats to answer questions and solve problems. (IL:A:4) * Know that reference materials are available in a variety of formats (e.g., print, electronic, online). (IL:B:3)   6th Grade   * Select library media center materials based on information need. (IL:B:1) * Use a variety of library material formats as part of the research process (e.g., print, nonprint, electronic, video, audio). (IL:B:2) * Understand the function of the library reference collection. (IL:B:5) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.  CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.  CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  CC.K.R.I.8 Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.  CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.1.R.F.4.a Read grade-level text with purpose and understanding.  CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.  CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.1.R.I.5 Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.  CC.1.R.I.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.  CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.  CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.2.R.F.4.a Read grade-level text with purpose and understanding.  CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  CC.2.R.I.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.  CC.2.R.I.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.  CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.  CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  CC.3.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.  CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in orer to write or speak about the subject knowledgeably.  CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  CC.5.SL.2 Comprehension and Collaboration: Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  CC.6.R.L.9 Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | 3rd Grade   * Summarize and draw conclusions about information gathered. (IL:E:4)   4th Grade   * Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good). (IL:D:2) * Summarize and draw conclusions about information gathered. (IL:E:5)   5th Grade   * Examine the information retrieved from the web site for the author's expertise, the accuracy of the information presented and the bias. (TL:B:6)   6th Grade   * Identify main ideas and supporting facts to select relevant information to answer questions. (IL:D:1) * Evaluate Web information for (TL:B:4)   1. Author's expertise;   2. Accuracy of information presented;   3. Parameters of coverage;   4. Currency of information. | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.  CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.  CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.  CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  CC.3.R.I.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.  CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.  CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.  CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent.  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  CC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  CC.5.W.9.b Research to Build and Present Knowledge: Apply grade 5 Reading standards to informational texts e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).  CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CC.6.R.I.6 Craft and Structure: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. | Kindergarten   * Understand directions for using library technology. (TL:A:3) * Use web page functions: (TL:B:2)   1. Scroll up and down page;   2. Click on links;   3. Use back button.   1st Grade   * Use library computers, software and multimedia materials with assistance. (TL:A:1) * Know that information about library resources is stored in the online public access catalog. (TL:A:2) * Use browser tools and buttons: (TL:B:3)   1. Forward and back button;   2. Home button;   3. Choose a link from the bookmarks or favorites list.   2nd Grade   * Logon to library network/computer system with assistance (e.g., know username and password). (TL:A:1) * Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function. (TL:B:1) * Access the school web page and the school library web site. (TL:B:2)   3rd Grade   * Locate resources using a title, subject and/or author search in the library catalog. (IL:B:4) * Use the author, title and subject search features of the OPAC to locate school library materials. (TL:A:1) * Understand that each item in the OPAC has a bibliographic record which contains information about that item (e.g., age, summary, location, availability). (TL:A:2) * Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history). (TL:B:1) * Type a simple search term in a teacher- or librarian-selected search engine to find general information (e.g., weather). (TL:B:2) * Use appropriate access code (username, password) to gain access to online resources (e.g., district network resources, subscription - fee-based databases, and resources that can be accessed remotely - outside the school and/or from home). (TL:C:3) * Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet. (TL:C:4)   4th Grade   * Understand that the library media center is always open through the library Web site. (IL:A:1) * Locate resources using a title, subject and/or author search in the library catalog. (IL:B:5) * Search OPAC by author, title, subject and keyword. (TL:A:1) * Read the OPAC bibliographic record and identify components (e.g., age, summary, location, availability). (TL:A:2) * Determine the status/availability of the item by viewing the bibliographic record in the OPAC (e.g., see if the item is checked out.) (TL:A:4) * Use library computers and software (e.g., use menus to select and open programs, control volume, follow printing directions). (TL:C:1) * Understand that technology-based resources may be delivered in a variety of ways (e.g., stand-alone software, network software, Internet resources). (TL:C:2) * Demonstrate use of online fee-based (subscription or pay-per-use) electronic resources (e.g., state and/or district approved resources such as magazine databases, encyclopedias, dictionaries). (TL:C:3)   5th Grade   * Access the library facility and online library when needed. (IL:A:1) * Access the public library online when needed. (IL:A:8) * Search the library catalog by title, author and keyword to locate library materials and needed information. (IL:B:4) * Locate and retrieve library materials by searching the OPAC. (TL:A:1) * Select an item of interest by reading the summary located in the bibliographic record. (TL:A:2) * Describe the various components of the bibliographic record. (TL:A:3) * Place items on hold through the OPAC. (TL:A:4) * Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home). (TL:A:5) * Explain the elements and meaning of a web site URL (e.g., name of the site, domain and extensions for certain pages). (TL:B:1) * Identify and describe the purpose of various technology-based school library resources (e.g., computer network, multimedia resources). (TL:C:1) * Understand that technology-based resources may be organized by format or topic (E.g., database of magazine articles, electronic photos, digital video). (TL:C:2) * Examine the coverage of information in magazine databases, online biography sources and subject guide sources. (TL:C:3) * Use a username and password to access school library and electronic resource databases remotely from classroom or home. (TL:C:4)   6th Grade   * Understand that public library items may be placed on hold, reserved or ordered to meet information needs. (IL:A:3) * Locate fiction books alphabetically by author and information books by Dewey Decimal number. (IL:B:4) * Understand how to access electronic resources at school and from home. (IL:E:5) * Explore a variety of resources such as school, public or community resources. (IL:E:6) * Use the author, title, subjects and keyword search features of the OPAC to locate school library materials. (TL:A:1) * Understand the difference between the subject and keyword search in the OPAC. (TL:A:2) * Use the OPAC to determine call letters/numbers for library materials (e.g., use to locate library material, identify call letters/ numbers and retrieve the material from the library). (TL:A:3) * Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or home). (TL:A:4) * Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?). (TL:B:1) * Incorporate place searching when searching for information using assigned directories and search engines. (TL:B:2) * Use phrase searching in appropriate search engines to improve results. (TL:B:3) * Explain the difference between a subscription (fee-based database) and the free Internet. (TL:B:5) * Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment). (TL:B:6) * Demonstrate search techniques for subscription (fee-based) databases (e.g., author, title, subject). (TL:C:1)   + Use online library catalog to choose and locate a variety of resources on a topic. (TL:C:2) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  6a. understand and use technology systems  6b. select and use applications effectively and productively  6c. troubleshoot systems and applications  6d. transfer current knowledge to learning of new technologies | CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 1.1.9 Collaborate with others to broaden and deepen understanding. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * + Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Use peer -evaluation techniques and authentic assessments to analyze information. (IL:E:5) * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:7) * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.) |
| 1.2 Dispositions in Action | | | |
| 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. |  | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  CC.4.SL.3 Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.  CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. |  | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  5c. demonstrate personal responsibility for lifelong learning  5d. exhibit leadership for digital citizenship | CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 1.2.3 Demonstrate creativity by using multiple resources and formats. | 5th Grade   * Use a variety of library material formats to answer questions and solve problems. (IL:A:4)   6th Grade   * Use a variety of library material formats as part of the research process (e.g., print, nonprint, electronic, video, audio). (IL:B:2) | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  1c. use models and simulations to explore complex systems and issues  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  6b. select and use applications effectively and productively | CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. | 3rd Grade   * Summarize and draw conclusions about information gathered. (IL:E:4)   4th Grade   * Summarize and draw conclusions about information gathered. (IL:E:5)   5th Grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:5)   6th Grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:7) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. | 5th Grade   * Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question. (IL:E:3)   6th Grade   * Narrow or broaden search topic/question according to how many resources are located. (IL:E:3) | 1a. apply existing knowledge to generate new ideas, products, or processes  3a. plan strategies to guide inquiry  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4d. use multiple processes and diverse perspectives to explore alternative solutions  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 1.2.6 Display emotional resilience by persisting in information searching despite challenges. |  | 1a. apply existing knowledge to generate new ideas, products, or processes  3a. plan strategies to guide inquiry  4b. plan and manage activities to develop a solution or complete a project | CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective. |  | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions |  |
| 1.3 Responsibilities | | | |
| 1.3.1 Respect copyright/intellectual property rights of creators and producers. | 3rd Grade   * Make a list of resources used. (IL:E:6)   4th Grade   * Make a list of resources used. (IL:E:7)   5th Grade   * Create a list of resources using a simple bibliographic format. (IL:E:7)   6th Grade   * Understand the concept of intellectual property (e.g., author's ownership of work). (IL:A:8) * Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions). (IL:D:2) * List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association). (IL:E:9) | 5a. advocate and practice safe, legal, and responsible use of information and technology  5d. d. exhibit leadership for digital citizenship | CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 1.3.2 Seek divergent perspectives during information gathering and assessment. | 6th Grade   * Demonstrate awareness of cultural diversities, differing opinions and points of view. (IL:B:9) * Seek information from a variety of viewpoints. (IL:E:4) | 1c. use models and simulations to explore complex systems and issues  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media |  |
| 1.3.3 Follow ethical and legal guidelines in gathering and using information. | 3rd Grade   * Make a list of resources used. (IL:E:6)   4th Grade   * Make a list of resources used. (IL:E:7)   5th Grade   * Create a list of resources using a simple bibliographic format. (IL:E:7) * Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project). (IL:D:3)   6th Grade   * Understand the concept of intellectual property (e.g., author's ownership of work). (IL:A:8) * Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet). (IL:B:7) * Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions). (IL:D:2) * List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association). (IL:E:9) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 1.3.4 Contribute to the exchange of ideas within the learning community. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. |
| 1.3.5 Use information technology responsibly. | 6th Grade   * Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet). (IL:B:7) | 5a. advocate and practice safe, legal, and responsible use of information and technology  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| 1.4 Self-Assessment Strategies | | | |
| 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:9)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 1a. apply existing knowledge to generate new ideas, products, or processes  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3a. plan strategies to guide inquiry  4b. plan and manage activities to develop a solution or complete a project | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:9)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3a. plan strategies to guide inquiry  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.)  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 29).  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29).  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 1.4.3 Monitor gathered information and assess for gaps or weaknesses. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:9)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| 1.4.4 Seek appropriate help when needed. | Kindergarten   * Locate the school library media center and recognize library staff members. (IL:A:1) * Identify items found in the library media center (e.g., books, magazines, computers). (IL:A:2) * Understand that many activities take place in the library media center (e.g., reading, movies, puppet plays, storytelling, studying, exploring) (IL:A:3) * Know that there is a library in the community —public library—that students may visit with their parents. (IL:A:4)   1st Grade   * Locate the school library media center and recognize library staff members by name. (IL:A:1) * Discuss the roles of the library media center staff members and compare them to classroom teachers. (The librarian helps me find books and info.) (IL:A:2) * Understand that the library media center has materials that everyone may use. (IL:A:3) * Know that the public library has books and materials that students may use and borrow. (IL:A:5) * Ask questions to help understand information found in reading material. (IL:D:2)   2nd Grade   * Visit the library media center when needed for classroom projects or personal reading. (IL:A:1) * Understand the roles of various library media center staff members (What does the librarian do?). (IL:A:2) * Locate sections of the library media center based on need or activity (e.g., story area, listening centers, and computer lab). (IL:B:2)   3rd Grade   * Visit the library media center for academic or personal information needs. (IL:A:1) * Ask the library media specialist or library staff member for assistance, as needed. (IL:A:2) * Understand that when students visit the public library, the public librarian will assist them with information needs. (IL:A:8)   4th Grade   * Describe information needs to the library media specialist or library staff member and ask for assistance, as needed. (IL:A:2) * Identify materials and equipment housed in various sections of the library media center and describe their purpose. (IL:A:3) * Understand the differences between the school library media center and the public library. (IL:A:8)   5th Grade   * Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need. (IL:A:2)   6th Grade   * Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need. (IL:A:1) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3a. plan strategies to guide inquiry  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| 2.1 Skills | | | |
| 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. | 4th Grade   * Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3)   5th grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:5)   6th Grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:7) | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. | CC.3.R.1.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.  CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  CC.4.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.  CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.  CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 2.1.2 Organize knowledge so that it is useful. | 3rd Grade   * Take simple notes and organize information into a logical sequence. (IL:E:5)   4th Grade   * Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3) * Take simple notes and organize information into a logical sequence. (IL:E:6)   5th grade   * Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date). (IL:D:1) * Skim, take notes, paraphrase and organize information using graphic organizers. (IL:E:6)   6th Grade   * Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation). (IL:E:8) | 3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  CC.4.W.1.b Text Types and Purposes: Provide reasons that are supported by facts and details.  CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  CC.4.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade specific expectations for writing types are defined in standards 1-3 above.).  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. | 3rd Grade   * Summarize and draw conclusions about information gathered. (IL:E:4)   4th Grade   * Summarize and draw conclusions about information gathered. (IL:E:5)   5th grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:5)   6th Grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:7) | 1d. identify trends and forecast possibilities  3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and  media  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.  CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.  CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.  CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.  CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 2.1.4 Use technology and other information tools to analyze and organize information. | 3rd Grade   * Take simple notes and organize information into a logical sequence. (IL:E:5)   4th Grade   * Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3) * Take simple notes and organize information into a logical sequence. (IL:E:6)   5th grade   * Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date). (IL:D:1) * Skim, take notes, paraphrase and organize information using graphic organizers. (IL:E:6)   6th Grade   * Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation). (IL:E:8) | 2b.  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  6b. select and use applications effectively and productively | CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  3c.  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.  CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.5 Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.) |
| 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. | 4th Grade   * Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3) * Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and nonprint media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence). (ML:B:1)   5th Grade   * Employ "use and function" of the various text elements and organization structures used to construct and support a central idea of print and nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language.) (ML:B:1) | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4b.  4c.  4d.  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  CC.K.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.  CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  CC.6.W.1.c Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  CC.6.W.1.d Text Types and Purposes: Establish and maintain a formal style.  CC.6.W.2.c Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.  CC.6.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.  CC.6.W.2.e Text Types and Purposes: Establish and maintain a formal style.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 2.2 Dispositions in Action | | | |
| 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:8)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 1c. use models and simulations to explore complex systems and issues  3a. plan strategies to guide inquiry  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:8)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Demonstrate awareness of cultural diversities, differing opinions and points of view. (IL:B:9) * Seek information from a variety of viewpoints. (IL:E:4) * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 1d. identify trends and forecast possibilities  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented. |
| 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:8)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 1c. use models and simulations to explore complex systems and issues  1d. identify trends and forecast possibilities  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented. |
| 2.2.4 Demonstrate personal productivity by completing products to express learning. | 1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4) * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5) * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7) * Evaluate the research project. (IL:E:8)   4th Grade   * + - Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3d. process data and report results  4b. plan and manage activities to develop a solution or complete a project  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  5c. demonstrate personal responsibility for lifelong learning  6b. select and use applications effectively and productively | CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 2.3 Responsibilities | | | |
| 2.3.1 Connect understanding to the real world. |  |  | CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question. |
| 2.3.2 Consider diverse and global perspectives in drawing conclusions. |  | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  4d. use multiple processes and diverse perspectives to explore alternative solutions |  |
| 2.3.3 Use valid information and reasoned conclusions to make ethical decisions. |  | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4c. collect and analyze data to identify solutions and/or make informed decisions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.6.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events. |
| 2.4 Self-Assessment Strategies | | | |
| 2.4.1 Determine how to act on information (accept, reject, modify). | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:8)   5th Grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:4) * Evaluate the research project and process. (IL:E:9)   6th Grade   * Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:7) * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| 2.4.2 Reflect on systematic process and assess for completeness of investigation. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:8)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  6a. understand and use technology systems  6b. select and use applications effectively and productively | CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| 2.4.3 Recognize new knowledge and understanding. |  | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  1c. use models and simulations to explore complex systems and issues  1d. identify trends and forecast possibilities |  |
| 2.4.4 Develop directions for future investigations. |  | 3a. plan strategies to guide inquiry  4b. plan and manage activities to develop a solution or complete a project  5c. demonstrate personal responsibility for lifelong learning |  |
| 3.1 Skills | | | |
| 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4) * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5) * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7) * Evaluate the research project. (IL:E:8)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Evaluate the research project. (IL:E:9) * Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and non print media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence). (ML:B:1)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Evaluate the research project and process. (IL:E:9) * Employ "use and function" of the various text elements and organization structures used to construct and support a central idea of print and nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language.) (ML:B:1)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3d. process data and report results | CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. |  | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5a. advocate and practice safe, legal, and responsible use of information and technology  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.  CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.) |
| 3.1.3 Use writing and speaking skills to communicate new understandings effectively. | 1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and non print media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence). (ML:B:1)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Employ "use and function" of the various text elements and organization structures used to construct and support a central idea of print and nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language.) (ML:B:1)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) * Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects). (ML:B:1) | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results 4b.  6b. select and use applications effectively and productively | CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.  CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.  CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.  CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CC.6.R.L.3 Key Ideas and Details: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CC.6.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.) |
| 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. | 1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and non print media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence). (ML:B:1)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Employ "use and function" of the various text elements and organization structures used to construct and support a central idea of print and nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language.) (ML:B:1)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) * Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects). (ML:B:1) | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 3.1.5 Connect learning to community issues. |  | 4a. identify and define authentic problems and significant questions for investigation |  |
| 3.1.6 Use information and technology ethically and responsibly. | 4th Grade   * Make a list of resources used. (IL:E:7)   5th Grade   * Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project). (IL:D:3) * Create a list of resources using a simple bibliographic format. (IL:E:7)   6th Grade   * Understand the concept of intellectual property (e.g., author's ownership of work). (IL:A:8) * Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet). (IL:B:7) * Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions). (IL:D:2) * List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association). (IL:E:9) | 1d. process data and report results  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 3.2 Dispositions in Action | | | |
| 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. |  | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems | CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page53.) |
| 3.2.3 Demonstrate teamwork by working productively with others. |  | 1b. create original works as a means of personal or group expression.  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page53.) |
| 3.3 Responsibilities | | | |
| 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. | 6th Grade   * Demonstrate awareness of cultural diversities, differing opinions and points of view. (IL:B:9) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4d. use multiple processes and diverse perspectives to explore alternative solutions  5d. exhibit leadership for digital citizenship |  |
| 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. | 6th Grade   * Demonstrate awareness of cultural diversities, differing opinions and points of view. (IL:B:9) * Seek information from a variety of viewpoints. (IL:E:4) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4d. use multiple processes and diverse perspectives to explore alternative solutions  5d. exhibit leadership for digital citizenship | CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4d. use multiple processes and diverse perspectives to explore alternative solutions  5d. exhibit leadership for digital citizenship | CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 3.3.4 Create products that apply to authentic, real-world contexts. | Kindergarten   * List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy). (ML:A:1) | 1b. create original works as a means of personal or group expression  2d. contribute to project teams to produce original works or solve problems  4a. identify and define authentic problems and significant questions for investigation  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  CC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| 3.3.6 Use information and knowledge in the service of democratic values. |  |  |  |
| 3.3.7 Respect the principles of intellectual freedom. | 3rd Grade   * Make a list of resources used. (IL:E:6)   4th Grade   * Make a list of resources used. (IL:E:7)   5th Grade   * Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate’s project). (IL:D:3) * Create a list of resources using a simple bibliographic format. (IL:E:7)   6th Grade   * Understand the concept of intellectual property (e.g., author's ownership of work). (IL:B:8) * Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions). (IL:D:2) * List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association). (IL:E:9) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and  media  5a. advocate and practice safe, legal, and responsible use of information and technology |  |
| 3.4 Self-Assessment Strategies | | | |
| 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:8)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) |  |  |
| 3.4.2 Assess the quality and effectiveness of the learning product. | 1st Grade   * Check work by discussing the process used to find information. (IL:E:5)   2nd Grade   * Check the work and explain the process used to find information. (IL:E:6)   3rd Grade   * Evaluate the research project. (IL:E:8)   4th Grade   * Evaluate the research project. (IL:E:8)   5th Grade   * Evaluate the research project and process. (IL:E:9)   6th Grade   * Evaluate the information seeking process and discuss the quality of the product created for the project. (IL:E:11) | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. |  | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5a. advocate and practice safe, legal, and responsible use of information and technology  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| 4.1 Skills | | | |
| 4.1.1 Read, view, and listen for pleasure and personal growth. | Kindergarten   * Explore areas of the library media center with assistance from the library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab). (IL:B:1) * Select books with guidance from the library media center staff and classroom teacher. (IL:B;2) * Checkout books with help from the library media center staff and classroom teacher. (ILB:3) * Know that books can be taken home but must be returned. (IL:B:4) * Discuss proper care of library books. (IL:B:5) * Listen to stories read by library media center staff. (IL:D:1) * Look at books and read for pleasure. (IL:D:2) * View/listen to multimedia library resources (e.g., listening station, video, DVD). (TL:A:2)   1st Grade   * Visit the library media center when needed for classroom projects or personal reading. (IL:A:1) * Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day). (IL:A:3) * Browse areas of the library media center with assistance from the library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab). (IL:B:1) * Look at easy books and select books to checkout. (IL:B:2) * Know how to checkout books. (IL:B:3) * Know when to return books and where to put them. (IL:B:4) * Discuss proper care of library books and materials. (IL:B:5) * K now that books are placed in order on the bookshelf. (IL:C:1) * Listen to stories, look at books and read for pleasure. (IL:D:1) * Participate in literary-enrichment activities (e.g., story times, puppet theatre, draw and tell stories. (IL:D:3) * Know that authors write books and illustrators draw pictures in books. (IL:D:4)   2nd Grade   * Select books and other library media materials to borrow. (IL:B:3) * Use correct procedure to checkout books and materials. (IL:B:4) * Return books and materials on time. (IL:B:5) * Demonstrate proper care of books and other library media center materials. (IL:B:6) * Understand that easy books are arranged alphabetically by the author’s last name. (IL:C:1) * Listen to books read aloud, explore library materials and read for pleasure. (IL:D:1) * Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities). (IL:D:3) * Read Caldecott Award books and under-stand that the book award is given for the best book illustrations. (IL:D:5)   3rd Grade   * Explore all areas of the library media center (e.g., biography section, reference section. Multimedia production center). (IL:A:3) * Use correct procedures to check library books and materials out and in. (IL:A:5) * Return books and materials on time. (IL:A:6)   + Use proper care of books and library media center materials appropriately. (IL:A:7) * Understand that easy books and fiction books are organized on a shelf alphabetically by the author’s last name. (IL:B:1) * Understand the difference between easy books, chapter books, fiction books and nonfiction books. (IL:B;3) * Listen to stories read by library media center staff. (IL:C:1) * Participate in choral speaking, creative dramatics and other literary enrichment activities. (IL:C:3) * Understand that books may be written in a series. (IL:C:4) * Read for pleasure and information. (IL:C:5) * Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). (IL:C:6)   4th Grade   * Follow proper procedure for checking library books and materials out and in, and return materials on time. (IL:A:6) * Demonstrate proper care of books and library media materials. (IL:A:7) * Locate easy and fiction books on the shelf using call numbers. (IL:B:1) * Listen to stories, books and other informational items read by library media center staff. (IL:C:1) * Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). (IL:C:2) * Read for pleasure and information and identify characters, plot, setting and themes in reading material. (IL:C:3) * Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, and Wilder).   5th Grade   * Locate easy, fiction, biography and information books on the shelf using call numbers/letters. (IL:B:1) * Follow circulation procedures. (IL:B:5) * Participate in library activities appropriately and demonstrate responsible use of library materials. (IL:B:6) * Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material. (IL:C:1) * Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). (IL:C:2) * Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). (IL:C:3)   6th Grade   * Follow appropriate procedures when borrowing library material (e.g., follow checkout and check-in procedures and return materials on time). (IL:B:3) * Listen to book talks and other informational items read by library media center staff. (IL:C:1) * Read for pleasure and information. (IL:C:2) * Participate in choral speaking, creative dramatics and other literary enrichment activities. (IL:C:4) * Select books from favorite genres and series. (IL:C:5) * Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). (IL:C:6) |  | CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.3.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.  CC.4.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.5.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 405 text complexity band independently and proficiently. |
| 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. | 6th Grade   * Compare the actions of and consequences that events had on characters in reading material. (IL:C:3) | 3b.  3c.  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.  CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.3.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.  CC.4.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 405 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.5.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.  CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. | Kindergarten   * Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photographs, charts and graphs). (ML:B:1) * View/listen to multimedia library resources (e.g., listening station, video, DVD). (TL:A:2)   1st Grade  2nd Grade   * Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, and video, multimedia). (IL:B:1)     3rd Grade   * Describe various formats of library media center materials (e.g., print, nonprint, audio, video). (IL:A:4)   4th Grade   * Access library media center materials based on format (e.g., print, nonprint, audio, video). (IL:A:4) * Use a variety of library material formats to answer questions. (IL:A:5)   5th Grade   * Select library media center materials based on format and need (e.g., print, nonprint, audio, video). (IL:A:3) * Use a variety of library material formats to answer questions and solve problems. (IL:A:4) * Know that reference materials are available in a variety of formats (e.g., print, electronic, online). (IL:B:3) * Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). (IL:C:2)   6th Grade   * Select library media center materials based on information need. (IL:B:1) * Use a variety of library material formats as part of the research process (e.g., print, nonprint, electronic, video, audio). (IL:B:2) * Understand the function of the library reference collection. (IL:B:5) * Select books from favorite genres and series. (IL:C:5) |  | CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.  CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).  CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  CC.K.R.L.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.  CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.  CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.  CC.1.R.L.4 Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text.  CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.  CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.  CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.  CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  CC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  CC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  CC.5.R.L.7 Integration of Knowledge and Ideas: Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  CC.6.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  CC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.  CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g.,  “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| 4.1.4 Seek information for personal learning in a variety of formats and genres. | Kindergarten   * Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photo-graphs, charts and graphs). (ML:B:1) * View/listen to multimedia library resources (e.g., listening station, video, DVD). (TL:A:2)   1st Grade  2nd Grade   * Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, and video, multimedia). (IL:B:1)     3rd Grade   * Describe various formats of library media center materials (e.g., print, nonprint, audio, video). (IL:A:4)   4th Grade   * Access library media center materials based on format (e.g., print, nonprint, audio, video). (IL:A:4) * Use a variety of library material formats to answer questions. (IL:A:5)   5th Grade   * Select library media center materials based on format and need (e.g., print, nonprint, audio, video). (IL:A:3) * Use a variety of library material formats to answer questions and solve problems. (IL:A:4) * Know that reference materials are available in a variety of formats (e.g., print, electronic, online). (IL:B:3)   6th Grade   * Select library media center materials based on information need. (IL:B:1) * Use a variety of library material formats as part of the research process (e.g., print, nonprint, electronic, video, audio). (IL:B:2) * Understand the function of the library reference collection. (IL:B:5) | 1a. apply existing knowledge to generate new ideas, products, or processes  3a. plan strategies to guide inquiry  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  5c. demonstrate personal responsibility for lifelong learning |  |
| 4.1.5 Connect ideas to own interests and previous knowledge and experience. |  | 1a. apply existing knowledge to generate new ideas, products, or processes | CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 4.1.6 Organize personal knowledge in a way that can be called upon easily. | 3rd Grade   * Take simple notes and organize information into a logical sequence. (IL:E:5)   4th Grade   * Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3) * Take simple notes and organize information into a logical sequence. (IL:E:6)   5th grade   * Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date). (IL:D:1) * Skim, take notes, paraphrase and organize information using graphic organizers. (IL:E:6)   6th Grade   * Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation). (IL:E:8) | 6a. understand and use technology systems  6b. select and use applications effectively and productively |  |
| 4.1.7 Use social networks and information tools to gather and share information. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1a. apply existing knowledge to generate new ideas, products, or processes  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively |  |
| 4.1.8 Use creative and artistic formats to express personal learning. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4)   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and non print media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence). (ML:B:1)   5th Grade   * Choose a variety of formats for presenting information (e.g., pictures, texts, slides). (IL:D:2) * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8) * Employ "use and function" of the various text elements and organization structures used to construct and support a central idea of print and nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language.) (ML:B:1)   6th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1b. create original works as a means of personal or group expression  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| 4.2 Dispositions in Action | | | |
| 4.2.1 Display curiosity by pursuing interests through multiple resources. |  | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  5c. demonstrate personal responsibility for lifelong learning |  |
| 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. |  | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  5c. demonstrate personal responsibility for lifelong learning | CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. | 6th Grade   * Demonstrate awareness of cultural diversities, differing opinions and points of view. (IL:B:9) * Seek information from a variety of viewpoints. (IL:E:4) | 1a. apply existing knowledge to generate new ideas, products, or processes  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. | 4th Grade   * Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). (IL:C:2)   5th Grade   * Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). (IL:C:2)   6th Grade   * Select books from favorite genre and series. (IL:C:5) |  |  |
| 4.3 Responsibilities | | | |
| 4.3.1 Participate in the social exchange of ideas, both electronically and in person. | Kindergarten   * Use the information by sharing ideas and experiences. (IL:E:4) * List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy).   1st Grade   * Use information and communicate findings orally, visually, or in writing. (IL:E:4)   2nd Grade   * Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)   3rd Grade   * Communicate findings orally, visually or in writing and draw conclusion about findings. (IL:E:7)   4th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   5th Grade   * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:8)   6th Grade   * Recommend books and library materials to include in the school library media center. (IL:A:2) * Communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:10) | 1b. create original work as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity |  |
| 4.3.2 Recognize that resources are created for a variety of purposes. | 6th Grade   * Select library media center materials based on information need. (IL:B:1) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks | CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).  CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| 4.3.3 Seek opportunities for pursuing personal and aesthetic growth |  | 5c. demonstrate personal responsibility for lifelong learning |  |
| 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction. | 5th Grade   * Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project). (IL:D:3)   6th Grade   * Understand the concept of intellectual property (e.g., author's ownership of work). (IL:A:8) * Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet). (IL:B:7) * Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions). (IL:D:2) | 5a. advocate and practice safe, legal, and responsible use of information and technology |  |
| 4.4 Self-Assessment Strategies | | | |
| 4.4.1 Identify own areas of interest. | 1st Grade   * Browse areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab). (IL:B:1)   2nd Grade   * Locate sections of the library media center based on need or activity (e.g., easy books, story area, listening centers, computer lab). (IL:B:2)   3rd Grade   * Explore all areas of the library media center (e.g., biography section, reference section, multimedia production center). (IL:A:4) * Use school library technology-based resources to learn about classroom assignments and discover areas of interest. (TL:C:1)   5th Grade   * Suggest ways to participate in library media center activities and reading celebrations. (IL:A:7) * Select an item of interest by reading the summary located in the bibliographic record. (TL:A:2)   6th Grade   * Recommend books and library materials to include in the school library media center (IL:A:2) | 1a. apply existing knowledge to generate new ideas, products, or processes  4a. identify and define authentic problems and significant questions for investigation |  |
| 4.4.2 Recognize the limits of own personal knowledge. |  |  |  |
| 4.4.3 Recognize when, why, and how to focus efforts in personal learning. |  |  |  |
| 4.4.4 Interpret new information based on cultural and social context. | 6th Grade   * Demonstrate awareness of cultural diversities, differing opinions and points of view. (IL:B:9) | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and  media | CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed. |  |  |  |
| 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs. |  | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions |  |